APA Formatting

STYLISTICS
LAYOUT
RESEARCH
IN-TEXT CITATIONS
HELPFUL HINTS

Why do you have to use APA?

- Because learning to write means mastering an accepted and uniform writing style.

- Helps the reader locate the materials used.

- Gives credit to the authors and provides a standard format of each citation.

- Allow readers to focus more on your ideas by not distracting them with unfamiliar formatting.

- Establish your credibility or ethos in the field by demonstrating an awareness of your audience and their needs as fellow researchers.

APA 7th Edition Updates

THIS PRESENTATION CONTAINS NEW FORMATTING GUIDELINES

LOOK FOR THIS ICON

Old Way (6ᵗʰ Edition) New Way (7ᵗʰ Edition)

A summary of the changes

NEW

Old Way (6th Edition)	New Way (7th Edition)
The running head for the title page is different than the running head for subsequent pages	The running head rules are "simplified," and running heads are not required for student papers
A pronoun should reflect the same number as the noun it replaces	Use of singular "they" is endorsed
Two spaces after a period that ends a sentence is acceptable	Use one space after a period, unless otherwise directed
There are unregulated areas in capitalization for some proper nouns, science, and medical terms	There is increased guidance in this area
The first in-text citation mentions up to five authors	The first in-text citation of a work by more than two authors may list only the first author, followed by "et al."
The reference section lists seven authors of a single work	The reference section lists up to 20 authors for a single work
Book references disclosed publisher location	Book references omit publisher location
Font specifications: Times New Roman, 12-point is preferred	More flexible font specifications

Plagiarism

- Researchers do not claim the words and ideas of another as their own; they give credit where credit is due.

- Quotation marks should be used to indicate the exact words of another.

- Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text.

Stylistics

- **Point of View and Voice**
  - When writing in APA Style, you can use the first-person point of view when discussing your research steps ("I studied ...")
  - APA Style encourages using the active voice as it creates direct, clear, and concise sentences. For example, use the active voice to describe the actions of participants and others involved in your study, as in "the patients took the medication orally," not "the medication was taken orally by the patients."

In the active voice, the subject of a sentence is presented first, followed by the verb and then the object of the verb.

Stylistics

- **Clarity and Conciseness**
  - Clarity and conciseness in writing are important when conveying research in APA Style. You don't want to misrepresent the details of a study or confuse your readers with wordiness or unnecessarily complex sentences.
  - For clarity, be specific rather than vague in descriptions and explanations. Unpack details accurately to provide adequate information to your readers so they can follow the development of your study.

- **Economy of Expression**

Say only what needs to be said in your writing: The author who is more concise—writes a more readable paper.

Word Choice

- Use terms like "participants" or "respondents" (rather than "subjects") to indicate how individuals were involved in your research

- Use terms like "children" or "community members" to provide more detail about who was participating in the study

- Use phrases like "The evidence *suggests* ..." or "Our study *indicates* ..." rather than referring to "proof" or "proves" because no single study can prove a theory or hypothesis

Reducing Bias in Language

Describe at the appropriate level of specificity.

For example, if your paper mentions at-risk children, be specific about the risks:

- Not specific: *at-risk children*
- Specific: *children at risk for early school dropout* [L]

If your paper discusses age groups, use a specific age range: [L]
- Not specific: *over 18 years of age*
- Specific: *18- to 35-year-olds*

Part of writing without bias is recognizing that differences should be mentioned only when relevant. Marital status, sexual orientation, racial and ethnic identity, or the fact that a person has a disability should not be mentioned gratuitiously.

APA 6 and 7 Comparison Changes

Avoiding Bias
Singular usage of "they"

APA 6 (location and old guideline)

3.12: No mention of singular human pronouns other than traditional, binary "he" and "she" and their related forms.

APA 7 (location and new guideline)

4.18: Use singular "they" and related forms (them, their, etc.) when (a) referring to a person who uses "they" as their preferred pronoun (b) when gender is unknown or irrelevant.

NEW

APA 6 and 7 Comparison Changes

Avoiding Bias
Disability

APA 6 (location and old guideline)	APA 7 (location and new guideline)
3.15: Use person-first language.	5.4: Both person-first and identity-first language "are fine choices overall" (p. 137). Okay to use either one until you know group preference.

NEW

APA 6 and 7 Comparison Changes

APA 6 (location and old guideline)

n/a: No guidance.

APA 7 (location and new guideline)

5.5: Use individuals' preferred names and pronouns even if they differ from official documents, keeping in mind concerns about confidentiality.

NEW

APA 6 and 7 Comparison Changes

Avoiding Bias
Race and ethnicity—Latin@

Avoiding Bias
Race and ethnicity—Latin@

NEW

n/a: No guidance.

5.7: "Latin@" for Latino and Latina can be used to avoid "Latino," which is gendered.

Avoiding Bias
Race and ethnicity—Latinx

Avoiding Bias
Race and ethnicity—Latinx

n/a: No guidance.

5.7: "Latinx" can be used to include all gender identities.

Layout

What will you include ?

- Title page with page numbers
- Lines that are double spaced
- 1 inch margins on all sides
- Times New Roman 12-point font
- Headings (per instructor guidelines)
- Citations
- Reference page

Manuscript Structure

Title Page: Title, Author(s) and Institutional Affiliation

Abstract (instructor may deem this optional)

Introduction : presents the specific problem and describes the research strategy

Method: describes in detail how the study was conducted

Results: summarizes the collected data and the analysis performed

Discussion: evaluation and interpretation with respect to hypotheses

References : acknowledges the work of previous scholars and a reliable way to locate

Appendices: materials that supplement the article

Title Page

General paper formatting 6th Ed

The OLD way

6th Edition Title Page

Running head: GUIDED IMAGERY AND PROGRESSIVE MUSCLE RELAXATION   1

Guided Imagery and Progressive Muscle Relaxation in Group Psychotherapy

Hannah K. Greenbaum

Department of Psychology, The George Washington University

PSYC 3170: Clinical Psychology

Dr. Tia M. Benedetto

October 1, 2019

6th Edition Text

GUIDED IMAGERY AND MUSCLE RELAXATION   2

Guided Imagery and Progressive Muscle Relaxation in Group Psychotherapy

A majority of Americans experience stress in their daily lives (American Psychological Association, 2017). Thus, an important goal of psychological research is to evaluate techniques that promote stress reduction and relaxation. Two techniques that have been associated with reduced stress and increased relaxation in psychotherapy contexts are guided imagery and progressive muscle relaxation (McGuigan & Lehrer, 2007). *Guided imagery* aids individuals in connecting their internal and external experiences, allowing them, for example, to feel calmer externally because they practice thinking about calming imagery. *Progressive muscle relaxation* involves diaphragmatic breathing and the tensing and releasing of 16 major muscle groups; together these behaviors lead individuals to a more relaxed state (Jacobson, 1938; Trakhtenberg, 2008). Guided imagery and progressive muscle relaxation are both cognitive behavioral techniques (Yalom & Leszcz, 2005) in which individuals focus on the relationship among thoughts, emotions, and behaviors (White, 2000).

Group psychotherapy effectively promotes positive treatment outcomes in patients in a cost-effective way. Its efficacy is in part attributable to variables unique to the group experience of therapy as compared with individual psychotherapy (Bottomley, 1996; Yalom & Leszcz, 2005). That is, the group format helps participants feel accepted and better understand their common struggles; at the same time, interactions with group members provide social support and models of positive behavior (Yalom & Leszcz, 2005). Thus, it is useful to examine how stress reduction and relaxation can be enhanced in a group context.

General paper formatting 7th Ed

7th Edition Title Page

1

Guided Imagery and Progressive Muscle Relaxation in Group Psychotherapy

Hannah K. Greenbaum

Department of Psychology, The George Washington University

PSYC 3170: Clinical Psychology

Dr. Tia M. Benedetto

October 1, 2019

7th Edition Text

2

Guided Imagery and Progressive Muscle Relaxation in Group Psychotherapy

A majority of Americans experience stress in their daily lives (American Psychological Association, 2017). Thus, an important goal of psychological research is to evaluate techniques that promote stress reduction and relaxation. Two techniques that have been associated with reduced stress and increased relaxation in psychotherapy contexts are guided imagery and progressive muscle relaxation (McGuigan & Lehrer, 2007). *Guided imagery* aids individuals in connecting their internal and external experiences, allowing them, for example, to feel calmer externally because they practice thinking about calming imagery. *Progressive muscle relaxation* involves diaphragmatic breathing and the tensing and releasing of 16 major muscle groups; together these behaviors lead individuals to a more relaxed state (Jacobson, 1938; Trakhtenberg, 2008). Guided imagery and progressive muscle relaxation are both cognitive behavioral techniques (Yalom & Leszcz, 2005) in which individuals focus on the relationship among thoughts, emotions, and behaviors (White, 2000).

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The **NEW** way

Notice that the Running head has been omitted and that the Title is in Bold

NEW

APA 6 and 7 Comparison Changes

Paper-Specific Formatting
Title Formatting

Paper-Specific Formatting
Title Formatting

APA 6 (location and old guideline)

2.1: Title in regular type (not bold).

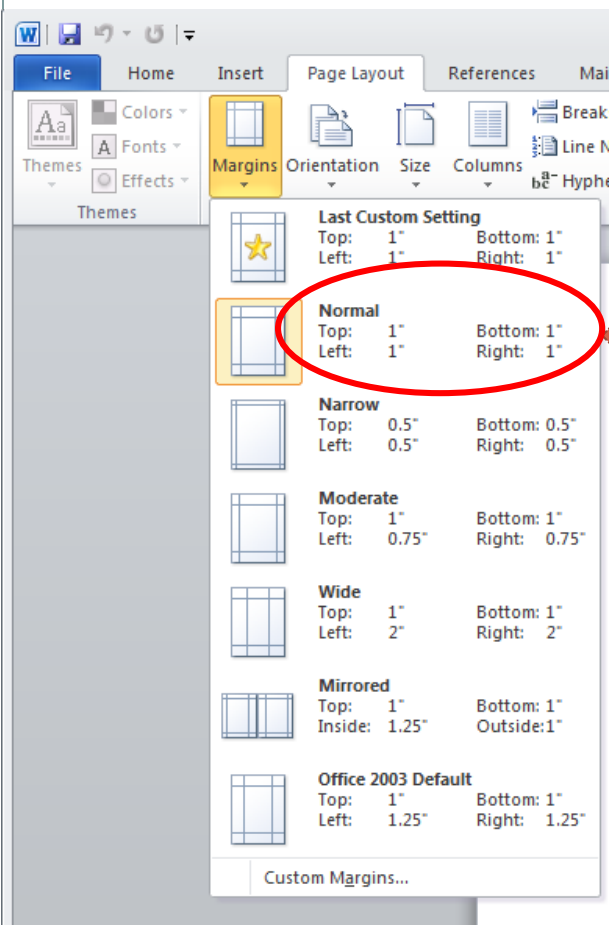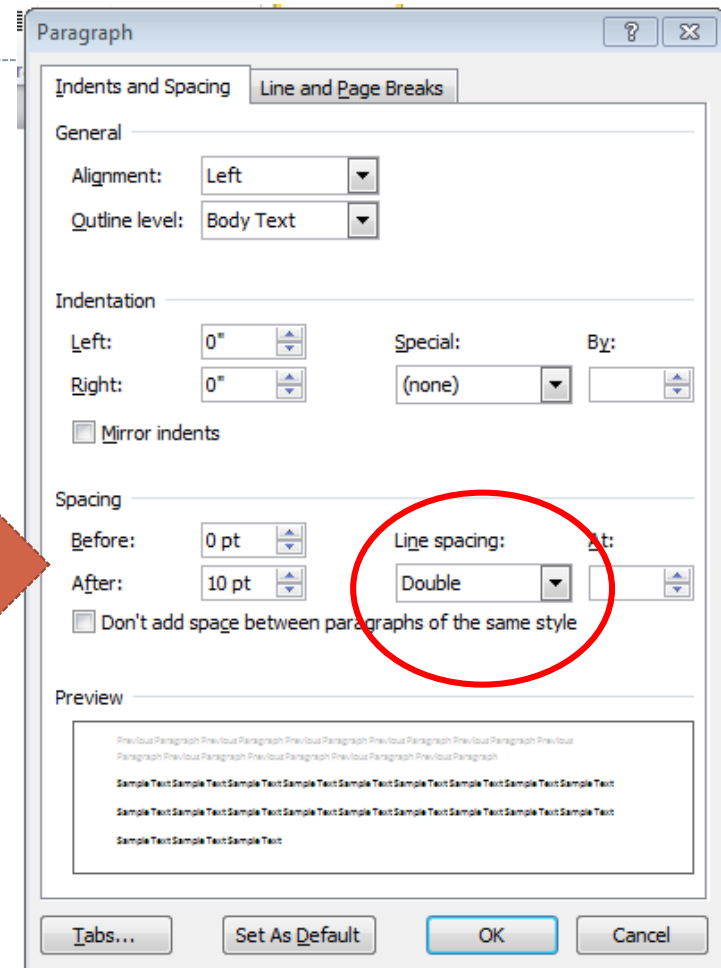**APA 7 (location and new guideline)**

2.4: Title in bold type.

NEW

Spacing, Margins and Headers

Change the default line spacing setting from "after 10 point" to "0 point" Line spacing to Double.

Page Numbers

- Click on Page number and select the option for Top Page, Flush Right

Title Page & Body

1

Guided Imagery and Progressive Muscle Relaxation in Group Psychotherapy

Hannah K. Greenbaum

Department of Psychology, The George Washington University

PSYC 3170: Clinical Psychology

Dr. Tia M. Benedetto

October 1, 2019

student title page, 2.3

2

Guided Imagery and Progressive Muscle Relaxation in Group Psychotherapy

A majority of Americans experience stress in their daily lives (American Psychological Association, 2017). Thus, an important goal of psychological research is to evaluate techniques that promote stress reduction and relaxation. Two techniques that have been associated with reduced stress and increased relaxation in psychotherapy contexts are guided imagery and progressive muscle

paper title, 2.4, 2.27, Table 2.1, Figure 2.4

Indent

group author, 9.11

Do not use "Introduction"

Levels of Heading

APA 6ᵗʰ

Level 1 Heading

Centered, bolded, and title case.

Level 2 Heading

Left aligned, bolded, use title case

Level 3 heading. Indented, in-line with the paragraph, bolded, sentence case, and ends with a period.

Level 4 heading. Indented, in-line with the paragraph, bolded, italicized, sentence case, and ends with a period.

Level 5 heading. Indented, in-line with the paragraph, italicized, sentence case, and ends with a period.

APA 7ᵗʰ

Level 1 Heading

Centered, bolded, and title case.

Level 2 Heading

Left aligned, bolded, and title case.

Level 3 Heading

Left aligned, bolded, italicized, and Title case.

Level 4 Heading. Indented, in-line with the paragraph, bolded, title case, and ends with a period.

Level 5 Heading. Indented, in-line with the paragraph, bolded, italicized, title case, and ends with a period.

All topics of equal importance have the same level of heading throughout the manuscript.

Level 2 are subsections of Level 1, and so on.

APA 6 and 7 Comparison Changes

Paper-Specific Formatting
Heading levels 3, 4, and 5 formatting

APA 6 (location and old guideline)

3.03: Levels 3, 4, and 5 are all indented and sentence case.

APA 7 (location and new guideline)

2.27-2.28: Levels 3, 4, and 5 are all title case. Level 3 is now flush left, while 4 and 5 remain indented.

NEW

APA 6 and 7 Comparison Changes

General Formatting/Mechanics
Italics vs. quotation marks

General Formatting/Mechanics
Italics vs. quotation marks

APA 6 (location and old guideline)

4.07: Use italics to highlight a letter, word, phrase, or sentence as a linguistic example (e.g., they clarified the distinction between *farther* and *further*).

APA 7 (location and new guideline)

6.07: Use quotation marks to refer to a letter, word, phrase, or sentence as a linguistic example of itself (e.g., they clarified the difference between "farther" and "further").

NEW

APA 6 and 7 Comparison Changes

General Formatting/Mechanics
Numbers

General Formatting/Mechanics
Numbers

APA 6 (location and old guideline)

4.31: Numbers in the abstract of a paper should be expressed as numerals.

APA 7 (location and new guideline)

6.32: Use numerals for numbers 10+ for all sections of the paper including the abstract (numbers in abstracts now follow general APA number rules).

NEW

APA 6 and 7 Comparison Changes

General Formatting/Mechanics
Spacing after punctuation marks

General Formatting/Mechanics
Spacing after punctuation marks

APA 6 (location and old guideline)

4.01: Recommendation to space twice after punctuation marks at the end of sentences to aid readers of draft manuscripts.

APA 7 (location and new guideline)

6.1: Insert only one space after periods or other punctuation marks that end a sentence.

NEW

APA 6 and 7 Comparison Changes

General Formatting/Mechanics
Preferred spellings of technology terms

General Formatting/Mechanics
Preferred spellings of technology terms

APA 6 (location and old guideline)

Based on how words were written in 6th edition manual, not explicit examples of spelling, preferred spellings were as follows: "e-mail," "Internet," and "web page." 4.12 indicates spelling should conform to standard American English as in *Merriam-Webster's Collegiate Dictionary*.

APA 7 (location and new guideline)

6.11: Commonly used technology terms are listed and should be spelled as follows: "email," "internet," and "webpage."

NEW

APA 6 and 7 Comparison Changes

Paper-Specific Formatting
Paper title length

APA 6 (location and old guideline)

2.01: Recommended title length is no more than 12 words.

APA 7 (location and new guideline)

2.4: No prescribed limit for title length (though recommendation for conciseness).

NEW

HOT TIP

Writing From an Outline

- Ensures that the flow of your paper reflects the logic of your research or ideas.
- Helps to:
    - Identify main ideas
    - Define subordinate ideas
    - Focus your writing
    - Avoid tangential excursions
    - Find omissions
- Helps to designate headings and subheadings you will use in you paper

Things to Know

PARENTHESES
ABBREVIATIONS
QUOTATIONS
IN-TEXT CITATIONS
CITATION FORMATTING

Parentheses

- Use parentheses to set off structurally independent elements

Examples:

- The patterns were significant (see Figure 5).

- (When a complete sentence is enclosed in parentheses, place punctuation in the sentence inside the parentheses, like this.)

- If only part of a sentence is enclosed in parentheses (like this), place punctuation outside the parentheses (like this).

Abbreviations

- When abbreviating a term, use the full term the first time you use it, followed immediately by the abbreviation in parentheses.

  According to the American Psychological Association (APA), abbreviations are best used only when they allow for clear communication with the audience.

- Exceptions: Standard abbreviations like units of measurement and states do not need to be written out. APA also allows abbreviations that appear as words in Merriam-Webster's Collegiate Dictionary to be used without explanation (IQ, REM, AIDS, HIV).

Abstract

- Do not use periods or spaces in abbreviations of all capital letters, unless it is a proper name or refers to participants using identity-concealing labels:

  MA, CD, HTML, APA

  P. D. James, J. R. R. Tolkien, E. B. White or F.I.M., S.W.F.

APA Citation Abbreviations

APA Citation Abbreviations	
Book Part	*Abbreviation*
edition	ed.
revised edition	Rev. ed.
Second Edition	2nd ed.
Editor(s)	Ed. or Eds.
Translator(s)	Trans.
No date	n.d.
Page(s)	p. or pp.
Volume(s)	Vol. or Vols.
Number	No.
Part	Pt.
Technical Report	Tech. Rep.
Supplement	Suppl.

Job Titles and Positions

- Capitalize a job title or position when the title precedes a name:
  - Registered Nurse Paul T. Lo
  - Nurse Lo
  - Executive Director of Marketing Carolina Espinoza led the meeting.

- Do not capitalize a job title or position when the title follows the name or refers to a position in general:
  - nurse, registered nurse, advanced practice nurse, nurse practitioner
  - Carolina Espinoza, executive director of marketing, led the meeting.

Diseases, Disorders, Therapies, and Related Terms

- Do not capitalize the following:
  - autism spectrum disorder
  - major depression
  - diabetes
  - leukemia
  - cognitive behavior therapy
  - applied behavior analysis
  - immunotherapy

- Capitalize personal names that appear within the names of diseases, disorders, therapies, treatments, theories, concepts, hypotheses, principles, models, and statistical procedures.
  - Alzheimer's disease
  - non-Hodgkin's lymphoma
  - Down syndrome
  - Freudian theory

Appropriate Level of Citation

Cite the work of those individuals whose ideas, theories, or research have directly influenced your work.

Cite primary sources when possible and secondary sources sparingly.

Both paraphrases and direct quotations require citations.

For most papers, cite one or two of the most representative sources for each key point.

Short Quotations

If the author is part of the narrative:

If you are directly quoting from a work, you will need to include the author, year of publication, and page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

> According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

> Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

Standard in-text citation:

If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

> She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

APA 6 and 7 Comparison Changes

Citations
In-text citation format for three or more authors

Citations
In-text citation format for three or more authors

APA 6 (location and old guideline)

Table 6.1: In in-text citations of sources with three to five authors, list all authors the first time, then use et al. after that; for sources with six or more authors, use et al. for all citations.

APA 7 (location and new guideline)

8.17 (Table 8.1): In in-text citations, use et al. for all citations for sources with three or more authors.

NEW

In-Text Citations

6th Edition

- 1 Author
  - (Printz, 2012)
- 2 Authors
  - (Hunter & Simmons, 2015)
- 3-5 Authors
  - First time citing, include all authors: (Poole-Wilson, Walsh, O'Rourke, & Fuster, 2013)
  - Subsequent citing, use et al.: (Poole-Wilson et al., 2013)
- 6 or More Authors
  - (Cooney et al., 2013)

7th Edition

- 1 Author
  - (Printz, 2012)
- 2 Authors
  - (Hunter & Simmons, 2015)
- 3 or More Authors
  - (Poole-Wilson et al., 2013)

NEW

Secondary Resources

A primary source presents information gathered firsthand, such as the results of an experiment or data from a survey. Secondary sources present information secondhand—an example would be a textbook summary of a topic or a Wikipedia article. APA recommends citing primary sources whenever possible, because this allows you to verify the accuracy and completeness of the information yourself rather than rely on someone else to do this for you.

- When citing a secondary source, provide a reference list entry for the secondary source that you used.
- In the text, identify the primary source and then write "as cited in" the secondary source that you used.
- For example, if you read a work by Lyon et al. (2014) in which Rabbit (1982) was cited, and you were unable to read Rabbitt's work for your self, cite Rabbitt's work as the original source, followed by Lyon et al.'s work as the secondary source.
- Only Lyon et al.'s work appears in the reference list.
- (Rabbit, 1982, as cited in Lyon et al., 2014)

And or &

If the information for the in-text citation is included in the body of the text and there are multiple authors, the word *and* is spelled out, Jones, Smith, and Black (2010)…..

If the information for the in-text citation is all included in a parenthetical phrase an ampersand is used to separate the next to last and last authors, e.g. (Jones, Smith, & Black, 2010).

Long Quotations

Place direct quotations that are 40 words or longer in a free-standing block of typewritten lines and omit quotation marks. Start the quotation on a new line, indented 1/2 inch from the left margin, i.e., in the same place you would begin a new paragraph. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation 1/2 inch from the new margin. Maintain double-spacing throughout. The parenthetical citation should come after the closing punctuation mark.

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

Personal Communication

Part of the purpose of a reference is to lead your reader back to the sources you used. For a book or journal article, this path is pretty straightforward, but for some sources we need to dig deeper. Ask yourself, "How would someone else get here?"

In some cases—like a private conversation—the answer is, "They can't." No one else is privy to that conversation with your grandmother. The wisdom she passed on to you is not recoverable by other researchers, so it does not go in the reference list.

This kind of source (private letters and e-mail, personal conversations, phone calls, etc.) is called a *personal communication* (p. 179). Cite it in text only, give initials as well as the surname of the person involved, and give as precise a date as possible:

> My grandmother's advice was, "Never pass up a chance to eat, sit down, or use a clean restroom" (S. Dean, personal communication, May 14, 1980).

The same approach would apply to notes you took during a lecture, or class handouts that are not posted elsewhere (e.g., the instructor's website), or a spontaneous piece of street theater.

Cite in text only, give initials as well as the surname of the person involved, and give as precise a date as possible.

Research Interviews

Qualitative Data: Part of the research on which you are reporting that does not constitute the work of others. Example: Participants you interview in your own research.

They should never be individually cited or treated as personal communications in APA Style, because this could compromise confidentiality.

How then should you handle the need to quote from participant interviews? Some authors quote participants without distinguishing them at all, like this: "Indeed, a comment by one of our participants illustrates some of these complex issues: [quote follows without other attribution]."

Others identify participants by demographic or other data: "At my age I think we know who we are and what we are. (Female participant, 69 years of age)."
You can also identify participants with letters (Participant A, Participant B), nicknames (Sonny, Tracey), or by role (Doctor, Patient).

How to Write an APA Style Reference When Information Is Missing

What's missing?	Solution	In-text citation — Position A	Position B	Reference template — Position C	Position D
Nothing—all pieces are present	List information in the order of author, date, title (with description in square brackets if necessary for explanation of nonroutine information), and source	Author, A. A.	(date).	*Title of document* [Format]. or Title of document [Format].	Retrieved from http://xxxxx or Retrieved Month Day, Year, from http://xxxxx or Location: Publisher. or doi:xxxxx
Author is missing	Substitute title for author; then provide date and source	*Title of document* [Format]. or Title of document [Format].	(date).	n/a	
Date is missing	Provide author, substitute *n.d.* for *no date*, and then give title and source	Author, A. A.	(n.d.).	*Title of document* [Format]. or Title of document [Format].	
Title is missing	Provide author and date, describe document inside square brackets, and then give source	Author, A. A.	(date).	[Description of document].	
Author and date are both missing	Substitute title for author and *n.d.* for *no date*; then give source	*Title of document* [Format]. or Title of document [Format].	(n.d.).	n/a	
Author and title are both missing	Substitute description of document inside square brackets for author; then give date and source	[Description of document].	(date).	n/a	
Date and title are both missing	Provide author, substitute *n.d.* for *no date*, describe document inside square brackets, and then give source	Author, A. A.	(n.d.).	[Description of document].	
Author, date, and title are all missing	Substitute description of document inside square brackets for author, substitute *n.d.* for *no date*, and then give source	[Description of document].	(n.d.).	n/a	
Source is missing	Cite as personal communication (see §6.20) or find a substitute	n/a	n/a	n/a	n/a

Note. Italicize a title when the document stands alone (books, reports, etc.) but not when it is part of a greater whole (chapters, articles, etc.). The retrieval statement should reflect either a URL (for online documents without DOIs), a publisher location and name (for print sources), or a DOI (for any document that has one). Include a retrieval date with a URL only when a source is likely to change (e.g., wikis). Create an in-text citation by using the pieces from Positions A and B. For titles in Position A, use italics for works that stand alone (*Title of Document*, date) and quotation marks for works that are part of a greater whole ("Title of Document," date). Retain square brackets for descriptions of documents in Position A ([Description of document], date).

Conducting Research

CINAHL HEADINGS
SAVING CITATIONS
EBSCO
ZOTERO

Why use a subject heading when keyword searching works just fine?

A subject heading search helps when the keyword selected has many meanings.

e.g. I need information on AIDS, the disease.

Because a computer simply reads a string of letters, and not the meaning of the actual word, the search will often pick up results that are not relevant to the topic.

For example, if a search is run using the word *aids*, the computer will pick up *handicapped aids, visual aids, diabetes aids*, etc.—but you meant AIDS, the disease.

However, if a researcher looks up the word *aids* in MeSH, it will direct them to a number of choices with the word *aids* in them, one of them being the MeSH heading,

acquired immunodeficiency syndrome.

Narrow your search with CINAHL Headings.

By selecting the various checkboxes you can build and restrict/expand your search.

Scope Notes

| Tree View For: Chickenpox Vaccine | Subheadings for: AIDS Vaccines | Search Database |

◄ **Back to Term List**

Check box to view subheadings. | Click linked term for tree view. | Explode (+) ? | Major Concept | Scope

☑ **Include All Subheadings**
Or select one or more subheadings to restrict your search

☐ ⊟ **Immunologic and Biologic Factors**

Scope Note: Consider also MEASLES-MUMPS-RUBELLA-VARICELLA VACCINE.

[Close Window]

☐ ⊞ **Chickenpox Vaccine**

☐ Herpes Zoster Vaccine

☐ Influenza Vaccine

☐ Japanese Encephalitis

☐ Administration And Dosage/AD

☐ Adverse Effects/AE

☐ Analysis/AN

☐ Blood/BL

☐ Cerebrospinal Fluid/CF

☐ Classification/CL

☐ Contraindications/CT

☐ Diagnostic Use/DU

☐ Drug Effects/DE

☐ Economics/EC

Search Database

Search Term	Explode (+)	Major Concept
AIDS Vaccines	☐	☑ ☒

A **scope note** might delineate the meaning itself. It might tell you the range of topics covered by the term; it might be instructions for use

QUICK TIP

Searching: **CINAHL Complete,** Show all | Choose Databases

Enter any words to find books, journals and more [×]

Search ?

Search Options ▶ Basic Search Advanced Search Search History

When you need an article written by a R.N. click on Advanced Search

Special Limiters

Special limiters for CINAHL Complete

Abstract Available
☐

Research Article
☐

Search Only Pre-CINAHL
☐

CE Module
☐

Meta-Synthesis
☐

Human
☐

Any Author is Nurse
☐

English Language
☐

Exclude Pre-CINAHL
☐

Exclude MEDLINE records
☐

Evidence-Based Practice
☐

Clinical Queries

| All |
| Therapy - High Sensitivity |
| Therapy - High Specificity |
| Therapy - Best Balance |

First Author is Nurse
☐

Randomized Controlled Trials
☐

Scroll halfway down to the Special Limiters section and select either limiter.

Full-Text

Refine Results

Current Search

Boolean/Phrase:

diabetes

Limiters

Full Text   ☒

First Author is Nurse*   ☒

Source Types

Academic Journals   ☒

Limit To

☑ Full Text

☐ References Available

☐ Peer Reviewed

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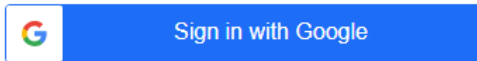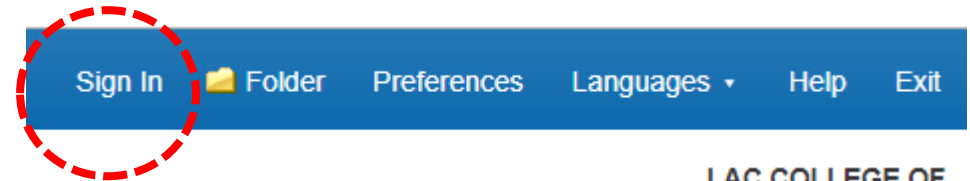
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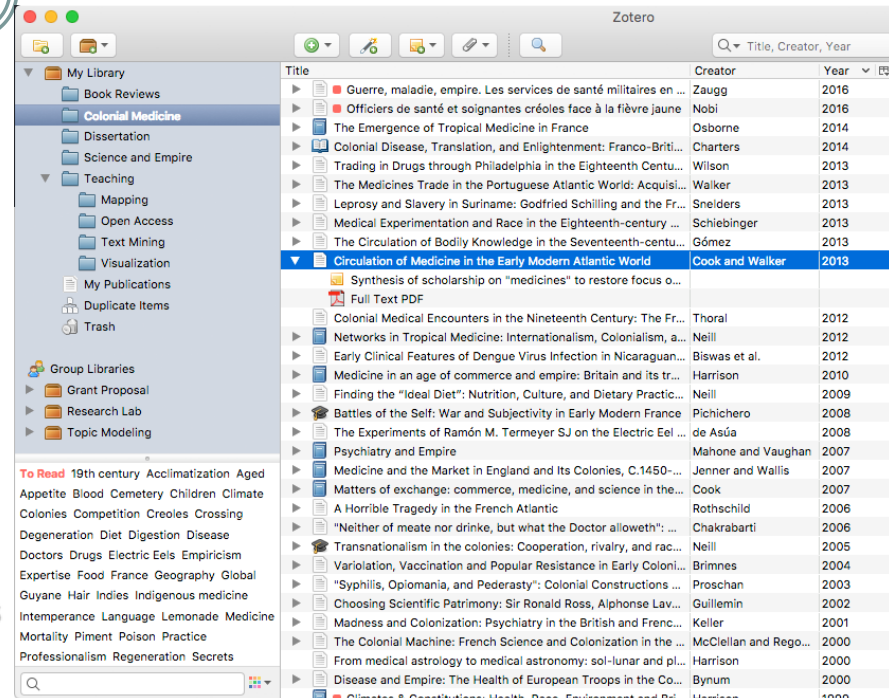
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Nelson, B. D., Jackson, F., Amir, N., & Hajcak, G. (2017). Attention bias modification reduces neural correlates of response monitoring. *Biological Psychology, 129,* 103–110. https://doi.org/10.1016/j.biopsycho.2017.08.059

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References
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APA 7 (location and new guideline)

9.8: Provide surnames and initials for up to 20 authors in a reference entry. If there are 21 or more authors, use the ellipsis after the 19th, followed by the final author name (no ampersand).

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Reference for online work with no DOI

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NEW

APA 6 and 7 Comparison Changes

References
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References
Hyperlinks in DOI and URL formatting

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6.32: DOI begins with either "doi:" or with "https://doi.org/" in references. The recommendation that URLs should be in plain black text, not underlined, follows examples from APA 6 and the APA Style Blog.

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NEW

APA 6 and 7 Comparison Changes

References
URL retrieval information in references

References
URL retrieval information in references

APA 6 (location and old guideline)
7.01: URLs include a retrieval phrase (e.g., "Retrieved from").

APA 7 (location and new guideline)
9.35: The words "Retrieved from" or "Accessed from" are no longer necessary before a URL. The only time the word "Retrieved" (and not "Retrieved from") is needed is in those rare cases where a retrieval date is necessary (see p. 290, 9.16).

NEW

References - Notable Changes

- "References" is now bolded

References

Achterberg, J. (1985). *Imagery in healing*. Shambhala Publications.

10

- Authors: Include up to 20 authors for a reference entry. If more than 20 authors, list the first 19, then put an ellipsis (…) and the last author listed.

  - Allegra, C. J., Yothers, G., O'Connell, M. J., Beart, R. W., Wozniak, T. F., Pitot, H. C., Shields, A. F., Landry, J. C., Ryan, D. P., Arora, A., Evans, L. S., Bahary, N., Soori, G., Eakle, J. F., Robertson J. M., Moore, D. F., Jr., Mullane, M. R., Marchello, B. T., Ward, P. J., Sharif, S., ... Wolmark, N. (2015). Neoadjuvant 5-FU or capecitabine plus radiation with or without oxaliplatin in rectal cancer patients: A phase III randomized clinical trial. *Journal of the National Cancer Institute*, *107*(11), Article djv248, 25-32. https://doi.org/10.1093/jnci/djv248

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  ○ Achterberg, J. (1985). *Imagery in healing*. Shambhala Publications.

- Journal Articles: Use the URL format for DOIs. If it has an article number rather than an issue number or page range, use that.

  ○ Oh, H. (2019). Analytical solution to swing equations in power grids. *PLOS One*, 14(11), Article e0225097. https://doi.org/10.1371/journal.pone.0225097

References - Notable Changes

- Webpages: Italicize the webpage title. Leave out "retrieved from" unless a date of retrieval is needed.

  - Mayo Clinic Staff. (2019, August 14). *Handwashing: Do's and Don'ts.* https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/hand-washing/art-20046253

 - Centers for Disease Control and Prevention. (n.d.). *Handwashing: Clean hands save lives.* Retrieved November 21, 2019 from https://www.cdc.gov/handwashing/index.html

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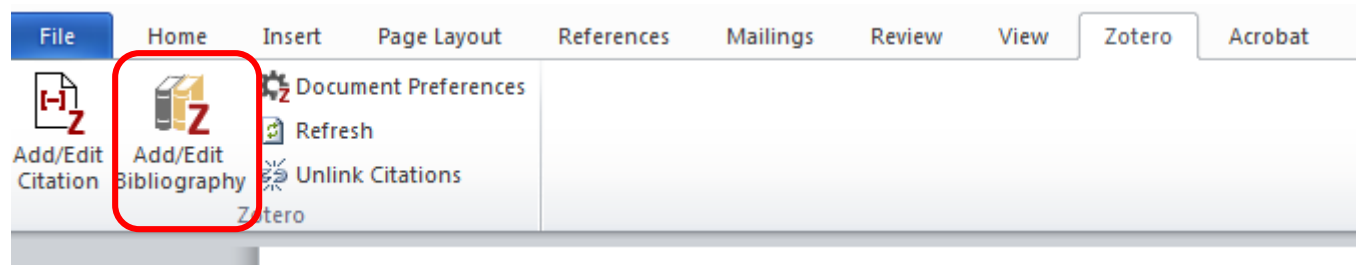
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- A list of articles that provided the source data for a meta-analysis* but are not directly referred to in any other way in an article
- A detailed demographic description of subpopulations in the study

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American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

American Psychological Association. (2005). *Concise Rules of APA Style.* Washington, DC: American Psychological Association.